

CURRICULUM JOURNAL

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NEWS NOTES

The Curriculum Laboratory at the University of Kansas. About a year ago the School of Education took the initial steps of setting up and maintaining a curriculum laboratory. During the summer session of 1937 the work was carried on under the direction of Dr. C. B. Althaus and Dr. F. H. Ullrich. Up to the present time approximately 400 state and city courses of study, 600 pupil textbooks, and 150 bulletins, pamphlets, and manuals have been assembled. As rapidly as resources permit the collection of curriculum materials will be expanded.

The functions of the curriculum library may be placed under three major heads: first, to provide curriculum materials and facilities for resident students interested in research work in this field; second, to conduct curriculum studies and investigations of a rather extended nature which may be serviceable to the school people of Kansas; and third, to cooperate with the state program on "The Improvement of Instruction" by collecting and organizing curriculum materials which teachers and administrators are encouraged to use. The facilities are made available to all local curriculum committees, teachers, and school officials.

Fort Hays State College Curriculum Laboratory. With the opening of the 1938 summer session the Fort Hays State College at Hays, Kansas, started a curriculum laboratory and workshop. The project was inaugurated because of the growing interest of the teachers of Kansas in the state's program for the improvement of instruction. The laboratory was used primarily by students enrolled in the curriculum course offered, but all students of the summer session were invited to make use of the facilities. Students in the laboratory worked in two groups. One group was interested in developing materials planned to aid teachers in making more adequate use of the community's resources in the school program. The second group was interested in developing materials to use in teaching units in the exploratory areas as set up in Bulletin No. 3 of the Kansas program. Resources of the laboratory include: Kansas public school textbooks, selected books on curriculum, materials that have been developed in the Kansas program, outstanding state courses of study, some of the yearbooks of the National Education Association and the National Society for the Study of Education, pamphlets and other fugitive materials.

Curriculum Workshop at Wayne University. A curriculum workshop for students interested in the elementary school was offered by Wayne University, June 27-August 5. The staff included John S. Thomas, supervising director of demonstration schools, Detroit; Christian T. Andersen and Manley E. Irwin of the Detroit Public Schools; and several from the Wayne University College of Education faculty and from the Detroit Public Schools teaching or administrative staff. The students were divided into five groups. Each group was partially self-directed, with different members of the group assuming leadership on a revolving chairmanship basis, and with a secretary to record group discussions and contributions. Subject-matter specialists as well as experts in general elementary education were available for consultation.

University Women Study the Schools. Education is the primary interest of the American Association of University Women, and today the Association finds new meanings in its educational responsibilities. In both individual and group development the Association is responding to changing situations, and developing new techniques for study and community activities. A study syllabus, "Know Your Schools," was issued in 1937-38; 184 branches have used 807 copies of the course in study groups and study committees. The four units which comprised the course will again be available for groups that want to begin their study next year. A new

series has been planned for those who wish to continue the work. This series will probably include three units, each designed to cover work for three or four meetings. The Association also issues basic study materials in the field of child development which groups find useful from year to year. These study guides include "The Social Development of the Child" and "The Mental Health of Parents and Children." At intervals these outlines are revised and this fall will see new suggestions and bibliographies added. The Association has issued informal study suggestions on "Changes and Trends in Secondary Education" for branches that are inquiring into the problems of high-school education in their own communities. This bulletin will be available in loose-leaf notebook form, the price to be fifty cents.

Conference on Problems in Elementary Education. To inventory current problems in elementary school education, and to develop tentative guideposts for their solution, a group of educators attended a Conference on Problems of Elementary Education held in the Office of Education, United States Department of the Interior, June 2-4. The conferees discussed goals of growth and development for children from birth through the elementary school, and the cooperative responsibility of the home, the community and the school in attaining these goals. This was followed by discussion of such questions as: What are the trends in elementary school curriculum development? What changes are needed in the

education of teachers? What changes in organization, administration, and supervision are required to facilitate desirable improvements in the elementary school program? An entire session was given over to an analysis of current points of view on the functions of the elementary school, and objectives of elementary education. Those who attended the Conference on Problems in Elementary Education were: Mary A. Adams, Edith M. Bader, Jean Betzner, C. L. Cushman, Frank L. Freeman, William S. Gray, Ben G. Graham, Helen Hay Heyl, Ernest Horn, Alice Keliher, Henry J. Otto, and Maycie Southall.

Pupils and Teachers Share in Administration. Herold C. Hunt, Superintendent of Schools at New Rochelle, New York, reports several years of experience with a plan of giving teachers and pupils a share in forming administrative policy. The superintendent meets informally once a month with fifteen pupils, one from each school, drawn from the fifth to twelfth grades, to discuss such problems as development of citizenship, safety, and community relationships. The teachers' council, an advisory body, meets once a month with the superintendent. The members who are selected by the whole teaching staff discuss subjects in which the interests of pupils and teachers are involved. In this way, the superintendent maintains, he is able to pass on suggestions for the improvement of the schools to his Board of Education.

A Course in Life Problems. Seniors in the Rocky Ford, Colorado, High School have the opportunity to enroll in a "Life Problems" course, which is divided into five seven-week courses in practical or applied English, practical or applied mathematics, home membership, leisure activities, and vocational guidance. Students have a large part in planning the content and procedure of these courses, and the emphasis is placed upon individual and community problems, such as conversation, etiquette, letters of application, taxation, life insurance, home budgeting, and the like.

Conference on Secondary Curriculum. Secondary school curriculum revision and college-high school relationships were major themes for discussion at the twenty-sixth annual school and college conference held at the University of Colorado, Boulder, on April 14 and 15. Main speakers were President George Norlin of the University of Colorado, Harold Benjamin, director of the University of Colorado College of Education, and Ernest Melby, dean of the School of Education, Northwestern University.

Regional Curriculum Aid. In cooperation with a state-wide enterprise planned by the Elementary Education Division, Department of Public Instruction, to develop curriculum materials in the field, a curriculum construction committee has been organized at the State Teachers College, California, Pennsylvania.

The purpose of this committee is to improve the curriculum of its own area. The committee will develop and supervise centers for curriculum improvement. Teachers in the region will be encouraged to visit the demonstration centers. The records of the experiences of each center will be gathered by the State Department of Public Instruction and will be made generally available.

Reading in the Primary Grades.

Reading: A Tool for Learning is the title of a bulletin published by the Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington, D. C. This publication is edited by Clara Belle Baker, National College of Education, Evanston, Illinois; Emmett Albert Betts, Pennsylvania State College; and Lula E. Wright, Lincoln School, New York City. The contributors include: Ruth Streitz, Dorothy Walter Baruch, M. Madilene Veverka, Nila Banton Smith, and Laura M. White. The authors' emphases upon the functional, rather than the technical or remedial, aspects of the teaching of reading are significant. The five articles present the experiences through which the young child gradually enlarges his understandings, develops the power of language, and at last recognizes the symbols which make reading a meaningful and joyous activity.

Reading Conferences. Dr. W. B. Townsend, director of the Reading Clinic at Butler University, was in

charge of "Reading Conferences" at the following institutions during the summer: State Teachers College, Chadron, Nebraska; State Teachers College, Edinboro, Pennsylvania; State Teachers College, Bloomsburg, Pennsylvania; Akron University, Akron, Ohio; Wittenberg College, Springfield, Ohio; Butler University, Indianapolis, Indiana. Each conference lasted a week, and a survey of the whole field of reading, both preventative and corrective, was made.

Pamphlets on Current Economic Problems. During the past two years, the Twentieth Century Fund has made intensive investigations of taxation, big business, national debt and government credit, old-age security, and other current economic problems. Special committees in charge of each survey have drawn up programs and recommendations for action which are published with the research findings. To provide opportunity for more widespread study and discussion of these vital questions, public policy bulletins, pamphlets, and leaflets based on the complete reports have been prepared. Reprints of the committee recommendations are available, as well as a new series of twelve informative poster-charts on these subjects. Forthcoming Fund studies will consider such questions as big business salaries, costs and wastes in distribution, debt adjustment, and short selling. Write for further information to the Public Affairs Assistant, Twentieth Century Fund, 330 West 42nd Street, New York City.

THE FUNCTION OF THE CURRICULUM DIRECTOR

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The widespread and consistent emphasis on curriculum programs in state and city school systems lends to the position of curriculum director increasing importance. The nature of this position varies greatly from school system to school system. In some cases a separate division of curriculum is maintained, in others the curriculum director is a member of the department of research, and in still others the director of instruction is in charge of all curriculum work. The function which the curriculum director may most appropriately serve must be viewed in a broad setting if the more detailed activities of his position are to contribute most effectively to the educational program. This paper, consequently, considers the general nature of the responsibility and opportunity facing the curriculum director, giving emphasis particularly to one factor which should receive major attention in defining his function. The nature of this factor may be clarified by observing that it is of general significance in American life. This factor is specialization.

So long as men were content with general knowledge the fringe of the unknown was pushed back slowly. So long as work was done on an artisan basis production increased but little. So long as professional services were on the basis of general practice improved treatment of specific problems developed gradually. But with specialization all this was changed. Fields of study

were divided and subdivided and the frontiers of knowledge advanced rapidly. Mass production multiplied by tens and hundreds the goods produced. Professional specialization greatly improved the treatment of particular problems. Undoubtedly, specialization has advanced the frontiers of knowledge, increased our productive capacity, and provided more adequate solutions for specific problems, whether they be in medicine, engineering, education, or agriculture.

But specialization has brought with it another change in our social structure which is less beneficent than the foregoing. With the organization of our productive life on the basis of specialization, areas of common interest and concern among the people began to shrink. Groups gradually formed around narrower and narrower interests until overlapping common purposes and concerns have been tremendously reduced as compared with the days of less specialization. The extent of this limitation of interest is seen in concentrated form in a typical legislative session. Dozens of groups bring pressure to bear on the legislature for interests as widely varied as can be imagined. A sizeable group is concerned with public health and supports an extensive program in this area; another group supports an improved farm program; another backs a much-needed educational program, another a road program, and so it goes. Now the facts are that in the

case of a large percentage of these interests the cause is just, the needs are valid, and programs proposed represent the best that intensive study of a particular problem can suggest. But here enters the difficulty—all of these desirable things cannot be had at once. In order for progress to be sure, available financial resources and the ability of the human being to adjust to new conditions must be taken into consideration. Furthermore the proposals of these groups not infrequently clash. Prepared separately and without reference to an evolving social program they make a hodgepodge. Yet each group, seeing the justness of its cause, is impatient with delay and feels that its demands should have first attention. All of this raises a crucial issue in American life. Faced with the shrinkage of common purpose and interest to tie people together, how can a program of action be developed which will bring into supplementary relationship the various *goods* for which we must strive; how can we develop a social whole in which the various phases of our advance may be brought into perspective, a center about which to rally and unify our diverse interests?

In education, focusing in the curriculum, we face almost a parallel situation. The public school curriculum has developed under the influence of specialization. Subjects, at first general in nature, have been divided and subdivided to facilitate more effective research and advanced study. Workers in universities have continually narrowed their interests until there is less and

less of common concern and purpose among the many groups. The influence of this process has reached into the college and from the college into the common school, affecting most significantly the curriculum of elementary and secondary schools. The exponents of new subjects have fought to introduce them into the curriculum, while sponsors of the old ones have struggled to hold their own or to increase the time allotment accorded them. Only with the greatest difficulty have subjects once in the curriculum been displaced and only with equal difficulty has new subject matter been introduced. Each of the areas of specialization is represented by a group of workers who are thoroughly and sincerely convinced of the supreme importance of their subject. They feel that their subject, above all else, represents that which all mankind must possess if civilization is to move forward. Whether it be English, Latin, chemistry, history, geography, or industrial arts, the attitude as a rule is essentially the same. More time, greater emphasis, absolute independence as a field of study or designation as the core of the curriculum—these are the demands. Thus the school curriculum has been a battleground of special interests—forming alliances, making plans, developing programs, each interest with relatively little concern or regard for the others except as its own field is advanced.

In order to realize that this practice continues even to the present, one has only to examine national reports and the pronouncements of national leaders in various fields.

A survey of the reports of various national committees shows that practically all such committees feel that the subject which they represent should receive more time and that many of them believe that their subject should be the "heart of the curriculum." For example, in a recent yearbook of the National Council of Teachers of Mathematics, after considering the contribution of mathematics to the development of civilization it is concluded that "these undisputed facts . . . warrant a mandatory emphasis on mathematical training in our schools."¹ At the same time a Committee of the National Council for the Social Studies stated: "(1) The Social Studies should be the core of the curriculum, (2) the Social Studies should form a part of the school program for every year and for every pupil, and (3) the Social Studies program should be continuous from the kindergarten through the secondary school."² Of sociology it is concluded, "Before sociology can take its rightful place in the curriculum, it must be expanded into a full year's course of five periods a week at least."³ The Science Committee of the National Society for the Study of Education demands a continuous program of science.⁴ In the Proceedings of the National Education Association we find similar emphasis on other subjects. "Literature should be taught

as the Bible of the race, and definitely should shape character. For that reason it should command greatest emphasis and greatest time."⁵ And again, "The kind of curriculum here proposed assumes that a unified program dealing with the home is to be required of all boys and girls. It will be sufficiently comprehensive to begin in the early years of the elementary school and to extend throughout youth."⁶ And so it goes with other fields.

Concurrent with the above suggestions and claims new interests are extending demands for entrance to the curriculum. Pressure groups are seeking to make compulsory the teaching of safety as a new subject; consumer education, conservation, thrift, and similar areas are pressing for a time allotment and direct emphasis. A recent issue of the *New York Times* carried the following headline: "Mandatory Peace Study Program in Schools Proposed by Teachers."

The program and administration of our schools as organized facilitates the operation of these special interest groups. Programs of supervision have made it easily possible for supervisors in specialized areas to work without regard for the total educational program, methods of curriculum development have assumed as a basis of organization the independence of specialized areas, and the most widely employed methods of teaching have contributed to the same end. The condition which has grown up in

¹National Council of Teachers of Mathematics, *Eleventh Yearbook*, "The Reorganization of Secondary Education," 1936, p. 78.

²National Council for the Social Studies, *Sixth Yearbook*, "Some Basic Considerations," 1936, pp. 31-32.

³National Council for the Social Studies, *op. cit.*, p. 115.

⁴National Society for the Study of Education, *Thirty-first Yearbook*, Part I, "The Place of the Public Schools and the Program of Science Teaching," 1932.

⁵Frederick H. Law, "Meeting Community Needs Through the Teaching of English in Secondary Schools," *National Education Association Proceedings*, 1934, p. 485.

⁶T. W. Gosling, "Home Economics: A Fundamental in the Curriculum," *National Education Association Proceedings*, 1935, p. 650.

practical school situations frequently makes impossible the development of a unified and well-balanced educational program. In one large city, for example, there were at one time fifty-seven separate and distinct supervisory agencies dealing directly with instruction in the individual schools of the city. Programs were projected by these groups with little knowledge and almost no concern for or understanding of the larger educational program. One group after another descended on the schools with its enthusiasm and program. Many of the programs covered areas which had a great deal in common. Thrift, safety, healthful living, school banking, physical education, guidance, conservation, recreation, and nature study are but a few of the non-academic interests represented. The disintegrating effect of this procedure on the instructional program may well be imagined.

It must be recognized that, just as in our national life, these special interests represent sincere belief based upon intensive and careful study. But it is obvious that they have overlooked the broader aspects of the problem of providing a rounded program. Overconcern with specialization has narrowed common interests and purposes until the nature and needs of students and the problems presented by contemporary social life are accorded secondary and sometimes incidental consideration. This condition suggests an outstanding need of the developing curriculum. Specialists must for a time give attention to developing areas of common interest and purpose. It must be recognized that an adequate educa-

tional program can be developed only as various areas of study contribute to a cooperative program, developed within a common and generally recognized framework. The parts or aspects of the program must derive their significance from the whole program, and the mutually supporting nature of the parts in the whole.

It is not difficult to discover the areas in which this common interest and purpose may be developed most effectively. There are two common denominators which unite all workers in the common school. One is the ideals, purposes, conflicts, and conditions of our evolving culture; the other, the needs and purposes of childhood and youth as they seek to find themselves in the contemporary scene.

This then is the situation which defines the major role which the curriculum director may assume. The conflict of specialization in developing the curriculum has resulted in a patchwork organization lacking either general framework or plan. This condition can be improved and a unified educational program developed only as the common interests and purposes of the various groups influencing the curriculum are extended. It is the opportunity to extend these common interests and purposes, to bring these groups together, and to develop through their cooperative action a generally acceptable organization in which they can work in such way as to develop a rounded educational program which challenges the curriculum director.

This task is far greater than that of writing courses of study or pre-

paring units of work, and carries significant implications for the place of curriculum director in the administrative organization of a school and the nature of his duties. He must be in position administratively to work with all groups affecting instruction. He must work cooperatively, depending upon the modification of viewpoints as a means of progress and thus must be in position to lead in the develop-

ment of an in-service educational program for workers in the school system. He must be in position to coordinate supervision and to relate it to the evolving program. He must have opportunity to bring the findings of guidance workers to bear on the revision of the curriculum. Thus may be drawn the implications of the general concept herein presented.



SPRING AND SUMMER CURRICULUM CONFERENCES

The following report of curriculum conferences is mostly a compilation of accounts of conferences received from state departments of education and institutions of higher learning. In compiling the report a conference has been included if its main subject was some phase of the curriculum, although the name of the conference suggested that the curriculum was not discussed. This procedure has been followed because the name does not always indicate the purpose of the conference, and in some instances older organizations, such as annual conferences on secondary education, are given over to the initiation and promotion of programs of curriculum study. Conferences on administration and supervision as such, and meetings of state curriculum committees of various kinds, however, are not reported.

In the course of securing the accounts of conferences several interesting facts were gained. These are recorded here as a matter of general interest. Answers to our inquiries were received from thirty-three state departments of education. Of these departments twenty-two reported one or more conferences were held during the spring and summer, three reported no formal conferences, but indicated that several small informal conferences were held, and eight reported no conferences at all. According to the reports forty conferences were held throughout the country during the past year.

Central Washington College of Education, Ellensburg, held its

Third Annual Summer Curriculum Conference during the week of June 20 to 24. The theme of the conference was "Relating the School Curriculum to Life." Among the topics which were discussed by a selected panel were "An Educational Philosophy Basic to a Modern School Program," "The Place of Health Education in the Modern School," "The Function of Language Arts in the Modern School," "The Function of Social Education in the Modern School," and "Unifying the Educational Experiences of the Child." Out-of-state participants in the conference included John Guy Fowlkes, professor of education at the University of Wisconsin; W. E. Armstrong, convenor of the School of Education at Mills College, California; and Miss Harriet Herenden, specialist in remedial education in the public schools at Columbus, Ohio.

The Fourth Annual State Educational Conference was held at the *University of Arkansas* beginning June 27 and ending June 30. The theme of the conference was "Educational Planning for Arkansas." The conference leaders made an appraisal of the curriculum reconstruction program in Arkansas and attempted to formulate plans for continued improvement of instruction. The conference was directed by H. G. Holtz, dean of the College of Education, and included the following speakers: Henry Harap, George Peabody College; Mark Neville, John Burroughs School, St. Louis; Raymond Burrows, assistant professor of music

education, Columbia University; Robert N. Tarkington, New York University; Earl K. Peckham, supervisor of instruction, Minneapolis; Charles H. Cross, director of teacher training, University of Arkansas; Ralph Jones, principal of Peabody School, Fort Smith, Arkansas; Rose Wyler, Lincoln School, Teachers College, Columbia University; Morgan Owens, state high school supervisor; Polly Harrison, head of Art Department, Jennings Avenue Junior High School, Fort Worth; and Gaylord Montgomery, John Burroughs School, St. Louis.

The Second Annual Curriculum Conference was held at the *University of Washington* during the week of July 11 to 15. The morning sessions were devoted to addresses and discussions centering around curriculum problems. Panel discussions were developed around controversial issues in curriculum improvement. Special interest groups held meetings each day for the first four days of the conference from 3:30 to 5:00 P.M. On Friday afternoon these special groups summarized their meetings and made a report on the four days of discussion. Among the speakers were David Snedden, professor emeritus, Teachers College, Columbia University; Fred C. Ayer, University of Texas; Mabel Snedaker, supervisor of social studies, State University of Iowa; John E. Bentley, chairman, Department of Education and Psychology, American University; Gertrude Milligan, formerly Teachers College, Columbia University; and speakers from Oregon and Washington.

The summer session at the *University of California at Los Angeles* featured four conferences dealing with curriculum problems. The first of these conferences, held on July 12, dealt with the teaching of arithmetic and was led by R. L. Morton, Ohio University, who represented the National Council of the Teachers of Mathematics. The second conference was held on July 15. The subject of this conference was Rural Education, and was led by Harvey L. Eby, University of California at Los Angeles. The use of the out-of-school community resources in the rural curriculum was stressed throughout the discussion. The third conference was held on four days—July 6, 13, 20, and 27. It was led by Percival M. Symonds, Teachers College, Columbia University, and was devoted to mental hygiene with special emphasis upon emotional security during childhood. On July 21, 22, and 23, the fourth conference was held. It was led by R. S. French, superintendent of the California State School for the Blind. The subject was Special Education. The conference featured, under the auspices of the State Department of Education, special sections on the physically handicapped, the deaf and the hard of hearing, mental health and guidance, and the visually handicapped. These conferences were attended not only by summer session students, but also by many teachers and administrators representing a wide area.

As a special feature of the summer session, *Teachers College, University of Nebraska*, sponsored a state-wide education conference on

June 22, 23, and 24. Emphasis was given to plans of teacher participation in, and the relation of teaching procedures to, curriculum construction. The principal speakers on different phases of the curriculum were Clyde M. Hill, Yale University; H. L. Caswell, Teachers College, Columbia University; and Ernest Horn, University of Iowa. Besides delivering addresses they took leading parts in round-table discussions.

The Center for Continuation Study of the *University of Minnesota* conducted an Institute on the Curriculum on June 22 and 25 with the cooperation of the State Department of Education and the College of Education of the University. The activities of the institute included general meetings and morning and afternoon group meetings. At the end of each day the group met in general meeting for the presentation of a summary and report of the deliberations of the groups. The institute included eighty invited persons in the state, consisting of representatives of teacher-training institutions, superintendents of city and county school systems, principals, supervisors, and classroom teachers. Henry Harap, George Peabody College, addressed several of the general meetings and participated in some of the group meetings. As an outcome of the program, the group organized itself into a Minnesota Society for Curriculum Study and drew up detailed recommendations to the State Department of Education for a long-time program of curriculum development.

The *University of Texas* held a curriculum conference and credit

course from June 7 to July 18. The combined conference and credit course dealt with the content, installation, and other teaching and administrative features of the new state school curriculum. The conference was organized in such a way that one week was given to each of the five core areas of the new curriculum and a week to special problems of organization and administration. The following were the core areas discussed: language arts; creative and recreative arts; social studies, science and mathematics; and home and vocational arts. Some of those who took part in the conference were J. Paul Leonard, Stanford University; W. A. Stigler, curriculum director, Texas State Department of Education; Daniel C. Knowlton, New York University; F. D. Curtis, University of Michigan; Russel J. Greenly, Purdue University; Agnes Lee, Lincoln School, Teachers College; Edgar Draper, University of Washington; and Irwin A. Addicott, curriculum director, Fresno, California.

The seventh annual Curriculum Conference of *George Peabody College*, held on July 28, 29, and 30, attracted approximately 1,000 school people from all sections of the South. The theme of the conference was Regional Planning for Education. Three general sessions were devoted to a discussion of the following topics: the people, social institutions, and industry and agriculture. Group discussions were held on the following phases of living: home and family life, leisure, citizenship, and communication. One afternoon was given over to the meetings of four state groups

that are at work on problems of curriculum improvement. The speakers were drawn from fifteen states, each one being an outstanding authority in his field. Professor Howard W. Odum, director of the Institute for Research in Social Science at the University of North Carolina, discussed industry and agriculture. Professor T. Lynn Smith, head of the Department of Sociology at Louisiana State University, addressed the conference on social institutions. Mr. Brooks Hays, regional attorney for the Farm Security Administration, discussed the human resources of the southern region. The role of the school in the solution of southern problems was discussed by Dr. Newton Edwards, professor of education, University of Chicago; Dr. Bess Goodykoontz, assistant commissioner, United States Office of Education; and Dr. Charles W. Knudsen, professor of education, George Peabody College.

A state conference on Curriculum and Guidance was held at Lansing, Michigan, March 18 and 19, under the auspices of the *Michigan State Department of Education*. The first day of the conference was given over to discussion groups. The main topics of discussion in these groups were concerned with the problem of securing data needed in guidance, the problem of community coordination, and guidance as related to community school developments. A good portion of the program of the second day consisted of general sessions devoted to discussions of community schools and various aspects of the Michigan curriculum program. The re-

mainder of the day was given over to the meetings of some thirty program buildings groups. These groups were concerned with developing programs for almost every aspect of school work. Among some of the programs discussed were "Developing functional experiences in English in the last year of the secondary school," "Improving a system of home reports," "Making a five-period daily schedule for a small high school," and "Developing a plan of utilizing speech, music, art, and the language in the unified curriculum of the elementary school." Among those persons who took part in the conference were J. Cecil Parker, director of the Michigan Study; W. H. Cowley, Ohio State University; Samuel Everett, Northwestern University; Sam H. Hill, Camp Custer CCC, district educational adviser; Florence B. Cane, New York; Gertha Williams, Wayne University; and Paul T. Rankin, Detroit Public Schools.

A conference for the revision of the curriculum used in the Maine state normal schools was held at *Farmington State Normal School*, Farmington, September 8 and 9. The personnel of this conference was made up of principals and faculty members of all state institutions, including the critic teachers in the laboratory schools, both campus and rural. One of the significant projects considered at the conference was the matter of courses offered by the teacher training institutions. Outlines of course offerings are being prepared by special committees made up of instructors who teach these subjects in the various schools.

On May 26 over 200 teachers, superintendents, principals, and supervisors attended the *Long Island Conference on Social Studies in the Elementary Schools* held in the high school auditorium, Huntington, Long Island. The purpose of the conference was to discuss the experimental program for revision of the social studies of the elementary schools. Donnal V. Smith, New York State College for Teachers, discussed the plans for experimentation, and John Loftus, assistant superintendent in charge of curriculum for elementary schools, New York City, discussed the problem of evaluating the program. Among other speakers were Dr. Baymon C. Burdick, Dr. John Dodd, and Dr. J. Cayce Morrison.

Two educational conferences were held at *Stanford University* during the summer quarter. Each of these conferences had a very definite bearing on the curriculum. The first one, a two-day conference, dealt with Early Childhood Education. It was held under the joint auspices of the Stanford University School of Education and the California Association for Childhood Education, and sponsored by the National Kindergarten Primary Department and the International Association for Childhood Education. Among the speakers were William H. Kilpatrick, Winifred E. Bain, Lois Hayden Meed, Julia L. Hahn, Gertrude Laws, and Paul Hanna. The second conference during this period from July 6 to 10 dealt with the general theme of Social Education. The program of this conference consisted of nine general sessions and eighty forum sessions, and had one hundred and thirty

persons participating as speakers or leaders of discussion. Six themes were recognized in the forum sessions, with a group of sessions devoted to each theme. The themes were Interpretation of Our Evolving Culture, Major Social and Educational Investigations, Problems of Social Education in a Changing World, Programs and Practices in Social Education, Related Problems of Education, and Appraisal of Practices and Trends in Education. In addition to speakers from the Pacific Coast, there were presentations made by Lewis Mumford, William F. Ogburn, William H. Kilpatrick, W. Carson Ryan, Jr., Homer P. Rainey, Karl W. Biglow, A. C. Krey, and Ernest O. Melby.

A state conference for high school administrators and supervisors was held at the *State Teachers College* at Montclair, New Jersey, over a five-day period, July 5 to 9. On July 5, 6, and 7 problems related to curriculum objectives and curriculum materials were presented by State Commissioner of Education Charles H. Elliot, Assistant State Commissioner Howard Dare White, Professors V. T. Thayer, Thomas H. Briggs, Caroline B. Zachry, Daniel P. Knowlton, Roy W. Hatch, and a score of other speakers. The climax of the five-day conference came on Friday, July 8, which day was devoted to a discussion of the high school curriculum. Speakers included Dr. John H. Patterson, Professor Henry C. Morrison, Mr. Curtis Threlkeld, Mr. Henry P. Miller, Professor Lawrence Conrad, and others. The conference was well attended throughout the five-day period and the state commissioner of education and the high

school men have requested that it be repeated next summer.

During the week beginning July 10 a joint educational conference was held by the *University of Oregon and Oregon State College*. The Conference on Curriculum was held during the first half of the week on the campus of the university. The purpose of the conference was to aid Oregon educators in understanding modern curriculum developments and their implications for the schools of the state. The theme of the conference, "The Core Curriculum Movement and Its Implications for Oregon Education," suggests the point of attack. The general sessions were concerned chiefly with concepts of the core curriculum, and with illustrations of actual practices in some of the Western schools. In the section meetings modern trends in the different areas of the curriculum were considered with special reference to the core. A number of well-known men from out of the state cooperated with Oregon educators in making the meetings successful.

The Curriculum Education Conference of the *University of Alabama* met during the week of June 21, again featuring the work of curriculum development. Dr. George S. Counts, Teachers College, Columbia University, was the principal speaker. His addresses covered a wide range of philosophical, social, and economic topics. Superintendent Willis Sutton, Atlanta, Georgia, was an inspiring speaker for large audiences of visitors and summer session students. A regular conference of the Alabama English Teachers provided

opportunities for those who were interested in this particular phase of the curriculum problem.

The seventeenth annual conference on education was held at the *University of Tennessee*, July 7, 8, and 9. The general theme of the conference was the coordination of state and local agencies in the program of public education with particular reference to the conservation of human and natural resources and the education of the exceptional child. The program was cooperatively developed by representatives of various related departments of the university with the College of Education. The program marks the beginning of a coordinated attack upon the problems and needs of the Tennessee valley by the educational forces and agencies of the valley.

The third summer session conference on the Improvement of Instruction was held at the *University of Illinois*, July 12 to 15. The conference is held each year under the auspices of the summer session with the cooperation of the Illinois High School Principals' Association. The general and sectional meetings were built around five phases of the general subject of the conference, selected as special points of interest: objectives, evaluation, enrichment, stimulation of thought, and guidance. Each of these phases was presented in general sessions and then was illustrated in the group meetings by descriptions of actual classroom practices. Among the speakers were Dean Thomas E. Benner, University of Illinois; Professor F. B. Knight, Purdue University; Professor Charles W.

Knudsen, George Peabody College; Professor Edwin H. Reeder, University of Illinois; Dr. Paul T. Rankin, curriculum director, Detroit Public Schools; Professor E. H. Potthoff, University of Illinois; Mr. R. V. Lindsey, superintendent of schools, Galesburg, Illinois; Professor E. G. Williamson, University of Minnesota; Mr. C. R. Crakes, principal, high school, Moline, Illinois; Dr. P. B. Jacobson, principal, University High School, University of Chicago; and a score of other persons from the public schools and the institutions of higher learning in Illinois.

The Summer Workshops of the *Progressive Education Association* were held again this summer from June 29 to August 9. There were three workshops, one on the campus of the Colorado Woman's College, where the Rocky Mountain Workshop was housed, another at Mills College, Oakland, California, where the Western Workshop was located, and one on the campus of Sarah Lawrence College, Bronxville, where the Eastern Workshop was held. A fourth workshop under the direction of the Southern Association of Colleges and Secondary Schools was conducted on

the campus of Vanderbilt University, Nashville, Tennessee.

This year the workshops included several experimental groups not included in previous years. At the Eastern Workshop a group explored the field of the liberal arts education and a group in the evaluation of radio materials met for the first time. At the Rocky Mountain Workshop there was a new group in the teaching of foreign languages. At the Western Workshop there was a group exploring the field of immediate and personal social relations and a group in the field of physical education in relation to adolescent needs. These groups are preparing reports that may serve to guide the association in further work in these areas, or serve as the basis for further research, or even serve as preparation for further group explorations at future workshops. Besides these special groups, there were, at all workshops, groups in guidance, social sciences, sciences, literature, mathematics, and art. Problems of evaluating these new programs and what these subject areas can contribute to an understanding of human relations were a part of all discussions and explorations.

B. O. S.

OUR PROGRESSING EDUCATION

By JUNIUS L. MERIAM

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"Yum, yum, I like that gingerbread," said a little German boy nearly two hundred years ago.

"Bee-a, ba; bee-e, be; bee-i, bi; bee-o, bo. . . Oh, I don't see any sense in reading

ba, be, bi, bo, bu

ca, ce, ci, co, cu

da, de, di, do, du

I just don't like that kind of schoolwork," thought the same little German boy.

Basedow (1723-1790) was a teacher of German boys. The "horn-book" reader was largely of the ba, be, bi, bo, bu type. Boys were real boys then as they are today. They were not normally responsive to the horn-book type of schoolwork. But Basedow, to be the good teacher expected of him, resorted to his wits. He knew boys—their dispositions and their tastes. He knew how they liked gingerbread. His pedagogical course was direct. His teaching device was simple. He had the "horn-book" readers molded of gingerbread. Ba, be, bi, bo, bu stood out in bold relief. Likewise the Lord's Prayer and all the reading on that "horn-book" text. Then, as fast as his boys would learn to read, so much were they privileged to eat.

This German "gingerbread method" spread into England, and was reported in this fashion:

To master John, the English maid
A horn-book gives of gingerbread.
And that he may learn the better
As he can read he eats the letter.

Proceeding thus, with vast delight
He spells and gnaws from left to right.

Here is exhibited a bit of educational procedure far more humane than that in which the pedagogue placed a dunce cap on the boy's head, and then frightened his pupil into learning by threatening to apply on the boy's back the switches which he held in full view. Dare we claim that here was a bit of progressing education? We must look further.

Two hundred years have passed since Basedow showed compassion toward his boys. The pupils of the first grade in one of our larger American cities are having their recess. It is called a milk recess. Each pupil has been provided with a small bottle of milk and two straws. They are talking and laughing—having a good time. One of them suddenly exclaims: "Where did this milk come from?" "The milkman," "the dairy," "the cow." Prompted by this question and these answers, the teacher asked the pupils if they would like to take a trip to the farm, to find the source of milk. Their eager faces gave ready assent. A bus took them to the farm. In great glee they looked at the chickens, the pigs, the horses—yes and they did see two cows. The farmer's daughter pleased each pupil with an ice-cream cone. The next day in school the pupils learned to read eleven new words, all taken from the farm excursion. In the

language class a writing lesson was motivated: "Thank you, Mr. Farmer, we had a good time." In number work they added: "One brown cow plus one black cow equals two." For some days the activities of this first grade centered about the farm.

This excursion to the farm was reported in our educational press as a "project"—"a purposeful act carried to completion in a social environment" (Kilpatrick). Obviously this project was intended by the teacher as her means of motivating readin', 'ritin', 'rithmetic. When a project is thus used as a device for more effective teaching of the Three-R's, the procedure may be safely called the Project Method. This effective method came into general use soon after the late war. It was in its zenith soon after 1925 and yielded its prestige at about 1930.

This modern project method surpassed the gingerbread method in character and extent. The many teachers who used this project method so extensively and effectively were generally counted as progressive teachers. But changes in modern life take place swiftly. This popular method of teaching has, within the past five to eight years, lost its lead in schoolwork—at least in name. Schools now have something new.

A Doll House is the name of an "activity" in the first grade. Pupils construct a little house. Some cement blocks are made for the foundation. Lumber for the superstructure is studied. The house must be furnished. Rugs are to be woven. This "leads" the class to study (?)

Indians as the model weavers they wish to imitate. The yarn must be colored. This "leads" to an extended study (?) of vegetable dyes used by the Indians. Indian designs "lead" to an investigation (?) of picture writing, to pottery; thence to the sources of clay; to water, snow, etc., etc.

Here is an "activity," sometimes called a "Major Social Unit." Its many "leads" and its multiform ramifications continue this one "unit" during a whole half year of school. Within this time pupils of this first grade are expected to make great strides in the conventional Three-R's. They are also to acquire much information on house building, home life, American industry, ancient art, etc., etc. This is now known as an "integrated activity." The culminating exhibit, attended by parents and school officials, is interpreted as an index of very superior development of these little people.

This is in brief a sample of the new movement in our schools, now becoming so very popular, and accepted as "progressive education."

Most conspicuous in the new school of today is the provision for physical movement. The modern school does not expect mental activity with physical repression. Straight-jacket desks fastened to the floor in long rows are being exchanged for movable chairs and tables. In studying the kinds of houses in which we live, a class made thirteen excursions into the neighborhood. Hammers and nails, saws and planes; benches and lumber break into the quiet of the earlier mental schoolroom. Construction work of a physical sort be-

comes prominent. The early manual training period, once a week in the shop, gives way to real construction work when and where needed. Physical movement in play is no longer limited to a short recess sandwiched between two long periods of intellectual quietness. The playground and the playroom are much more in use. Pupils are credited with physical bodies, not mental heads alone.

The new school movement gives prominence to pupil freedom. No longer are pupils mere puppets acting under the dictates of teacher. Free to move about at their own discretion; free to talk to one another; free to stop one piece of work and free to start another; these pupils are allowed large freedom in suggesting—almost dictating—what shall be their project for work. They take the initiative; they decide upon methods of procedure; they pass judgment upon results. All this is an experience in real life; it is fraught with serious dangers, but makes possible a richer development.

Closely allied with this freedom, the new school allows pupils to be happy. They are free to be happy. Intense interest holds sway. The teacher does not demand attention; it is given ere she is aware. Pupils almost shout with delight, rather than breathe one sigh of dismay. Children like this new school. Tasks are not imposed. Yet effort is greatly increased by strong motivation within each pupil.

Where is the reading, writing, arithmetic; the spelling, geography, history, of the traditional school? In many of these newer schools there are virtually two parallel pro-

grams: a fifty-fifty arrangement. It is discovered that pupils with increased interest and happy attitude accomplish in one-half the day as much in the Three-R's as was done in a whole day in the old school. Parents well know how much more children do at home when they are well disposed. Some of the new schools do not schedule the Three-R's at all. But the teachers see that those subjects are adroitly woven into the very fabric of the activity program. In most of these schools the activities in which pupils are so happily interested are used by the teachers as a means of motivating the Three-R's. It is a modified form of the "sugar-coated" pill of early times. But it works. Pupils learn to read, write and cipher, while taking excursions or pounding nails—sometimes their fingers. And happy all the time.

Such is this new school—variously named, progressive school, activity school, child-centered school.

Many parents and many teachers are at times skeptical of this new school. One serious danger is indeed apparent. School teachers—and many officials—too little guided by advanced study have become enamored by the superficial doctrine of interest and play. The discipline of work in the old school has given way to the delights of play in the new. Too few realize this situation. The new school is justified in its emphasis upon immediate interest; it is grossly in error in its failure to develop in its pupils an immediate interest in hard work—if suitable—as well as in gleeful play. Too much work is made playful. Too little real play is provided. The school should schedule

both, as in real life, without confusing the two.

"It is not all gold that glitters." Immediate interests, the play spirit, individual freedom; the pictorial, the objective, the dramatic, the creative; in short, *activity*, physical or mental; these are the usual characteristics by which a school program is recognized as progressive.

But the present educational innovation does not hold patent rights covering what is known as "progressive." The project method was progressive. The old New England Primer was progressive. Basedow's gingerbread method was progressive. Every innovation, better in some respects, is progressive.

Progressing education goes deeper. Basedow, together with teachers before and after his time, taught the generally recognized fundamen-

tals—the Three-R's. These are generalizations from practical life. But red-blooded children are decreasingly responsive to these generalizations because they are increasingly responsive to the more and more challenging elements in practical life. Our educational program is yielding, even if slowly. The gingerbread horn-book, the source of our milk supply, the building and furnishing of houses, are an index of a definite trend to recognize the values of everyday life in the instruction of children. The representative cases cited in the past two centuries used *life activities as methods* in teaching. But beneath this superficial treatment is a positive trend to recognize *life activities as subject-matter* for the school curriculum.

This is progressing education.



THE VIRGINIA CURRICULUM PROGRAM AND THE RURAL SCHOOLS

By D. W. PETERS

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A state program of curriculum development constitutes a new venture in American education. Since the beginning of state-wide educational systems, the State Department of Education has in a major way influenced the curriculum. The administrative control, however, has been through statute law, State Department regulations, in force and effective of law, and administrative mandate. These controls have centered around finance, buildings, and other physical equipment, teacher personnel, pupil control, and what to teach. Instruction, for the most part, has been restricted, for it has been made to serve administration. It is one of the tragedies of human institutions that they tend to become formal and mechanical. The greater the number of individuals to be regulated, the more certain is administration apt to become formal.

Instruction and growth through learning are essentially teacher and pupil experiences. These experiences are worth while in somewhat the same proportion to which they are modified continuously in desirable ways. Perhaps the largest single impediment in American education has been our implicit faith in efficient administration; our faith in well-oiled administrative machinery and unquestioned administrative prescription as the surest and quickest way in education to meet the needs of children. We are admonished by high authority that the law was made for man, and not

man for law, but we have been slow indeed in applying this principle to education. We need to apply the principle that education is for the child.

Late in 1931, a fundamental shift was made in the point of view that controls state schools administration in Virginia. A curriculum program was launched which had for its single purpose the improvement of instruction. The point of view that guides this program is essentially that of child need; that need is determined by the nature of the child and the nature of his environment; that instruction can be modified only as the school experience of the child is modified in desirable ways; that this revision of experience can be achieved only by the teacher and the pupil; that the function of administration is to supply through its personnel the professional leadership, the research, to guide experimentation, and to provide the best possible environment in which desirable modification of pupil experience may be achieved.

Time prevents detailed description of procedures and results of this program. This can be gained only through extensive experience in evaluating child experience as it is going forward in our schools. Some of the gains may be listed as follows: teachers and children are learning to live together more happily; they are gaining a more wholesome respect for each other; the pupils are more communicative

about things that concern them; they are gaining experience which gives promise of functioning in life situations; they are acquiring habits of self-control through experience in helping with the kind of organized life which is natural for children; they are figuring as well as they did prior to the inauguration of the program; they are reading better and they have made significant gain in social understandings.

Throughout the duration of the program, effort has been made annually to secure, through the aid of rural supervisors, judgment of the teachers as to the progress of the program as measured by effect on pupil behavior. Check lists were used for the purpose of supplying quantitative data that would lend itself to tabulation and analysis. Approximately 5,300 rural teachers from seventy-two of the 100 counties reported at the close of the 1937 session. The reports of each teacher were based on the combined judgment of the teacher and the supervisor, and approximately 200,000 children were involved in the report.

CHANGES IN PUPIL BEHAVIOR

	Increased	Decreased	No Change
(In per cent)			
How have the enthusiasm and interest of the pupil in school work been affected?-----	87	1	12
How has the effort expended by the pupil been affected?--	77	2	21
How have pupil initiative and independence in study been affected? -----	77	2	21
How have interest in and understanding of contemporary problems been affected?-----	69	5	26

How has cooperative effort been affected? -----	80	3	17
How has pupil consideration for others been influenced?--	78	4	18
How has pupil responsibility for school activities and property been affected?-----	77	3	20
How have the enjoyment of and participation in physical education activities been affected? -----	67	4	29
How has the attitude toward personal health habits been affected? -----	78	3	19
How have the attitudes toward and conduct toward safety of self and others been affected?--	76	4	20
How has the participation in music activities been affected? -----	74	6	20
How have the participation in and enjoyment of art activities been affected?-----	77	4	19
How have the pupil's recognition of and concern for his progress been affected?-----	74	4	22
How has the pupil's mastery of skills been affected?-----	73	2	25
How has the pupil's attendance at school been affected?-----	55	3	42

County Boards of Education in Virginia are now spending on rural elementary school libraries approximately eight times as much as was being expended annually for the same purpose in 1931. There has been also a marked increase in rural elementary supervision. This is in face of the fact that no change of financial policy with respect to supplying local aid for supervision has been made. In 1930, we had forty-three elementary supervisors serving in thirty-one counties; at the present time we have 102 elementary supervisors in eighty-three of the 100 counties.

Obviously in a state with the educational traditions of Virginia, no program calling for a revision of school experience can ignore the so-called fundamentals or the Three

R's. Effort has been made to check periodically to determine what is happening to the common tools of learning in a state-wide situation where such major changes have been made and where emphasis upon drill or separate items of information and skills has been greatly lessened as compared to the former more formal procedure and more progressive practices have released much repressed pupil interest in his school experience.

Standard achievement tests (Otis Classification Tests) are administered once each year or so to a random sample of approximately ten thousand pupils, Grade 4 through 8. Half of the pupils so tested are selected from schools which have made the most significant progress toward the achievement of the objectives of the curriculum program. One-half of the pupils are selected from schools which have made little or no progress in the revision program. The results show achievement ratios of children in the experimental program (the children from schools making most progress in the revision program) consistently above those in the control group (or schools selected because of little or no progress in the revision program) for each of the five grades. Pupils and teachers were

equated roughly on the usual factors. The achievement ratios of children were as follows:

	<i>Experimental Group</i>	<i>Control Group</i>
Fourth Grade -----	96	92
Fifth Grade -----	98	97
Sixth Grade -----	101	99
Seventh Grade -----	120	106
Eighth Grade -----	120	111

Indications or tendencies of these data, supplemented by additional data of the same kind, except not under control conditions, involving approximately 180,000 pupils, show that the revised curriculum program is producing normal results or better in the tool subjects in all grades. These data are taken entirely from pupils in the rural schools.

The program in the secondary schools, while moving more slowly than in the elementary schools, is in a healthy condition and significant progress is in evidence in approximately seventy per cent of the high schools; teachers are stimulated and the whole program of curriculum revision in Virginia, as a means of improving instruction, is looked upon as an immense adventure which takes teachers and pupils far beyond the uninspiring cycle of memorizing textbooks and lesson hearing and lesson testing.

HOUSE BUILDING AS A SCHOOL PROJECT

By RICHARD L. SANDWICK

Superintendent, Deerfield-Shields High School District, Highland Park, Illinois

The building trades have been taught in the High School at Highland Park, Illinois, for the past thirteen years side by side with college preparatory subjects. During that time students have erected seven houses, one school building, and one addition to a school building. Each house has been sold soon after completion; the price has been governed by the size of the house, the most expensive selling for sixteen thousand five hundred dollars. Each house has been the product of a single year's work.

In the beginning a lot owner, who wished to sell, let us erect a house on his lot with the understanding that we would pay for the lot when the house was completed and sold. Dealers let us have lumber and building material on the same terms. Our teacher is a carpenter; he called in a plumber to oversee and to teach the work of plumbing, a mason to do the same for brick-laying, an electrician for wiring, and a plasterer to do his part. Cost of the services of these mechanics is always included in the price of the house.

In the spring teacher and class draw up plans for the next project. A local architect is invited to pass upon the plans and make suggestions. When school opens in September the work begins; and happy, joyous work it is. You will hear the boys whistling and singing as they work. Half the class is on the job in the morning, and the other half in the afternoon. The rest of

the time is spent in the classroom on social studies and English with one teacher, and on science, mathematics and drawing with another.

What is the philosophy behind this work? Nothing deep or scholarly. We had learned on good authority that the age of growth is the best age at which to learn a trade. Then the body, nerves, muscle, and mind adapt themselves to the work to be done. The plasterer who begins his heavy work at the early age of fifteen or sixteen can do it without the excessive fatigue that leaves the late learner a wreck at the close of each day's work. Measure the forearm of a carpenter who entered his apprenticeship early and that of a bookkeeper of equal height and weight; you will see that the hammer wielder's arm is adapted to his work. They say no man can be a great pianist or violinist after twenty. The golfer who starts late in life pretty generally finds difficulty in breaking a hundred, while the ex-caddy plays in the eighties or below.

Now there is not room for all in the white collar jobs; and some motor-minded youngsters will be happier as mechanics where normally the need for men is greater. Especially are the building trades with their restrictions on apprenticeship in need of young men to replace the oldsters that now make up most of the number of builders. Their work will never be displaced. Men must always have homes. Some group must know how to

build and erect them even if prefabricated. The skilled mechanic will always find a place for himself at good wages except in most abnormal times. One more reason for teaching boys to be builders of houses. Since every one must live in a home, it is essential that the whole school see a good house—one that is well built, well insulated, well heated, well ventilated, and well furnished. When some of their schoolmates build such a house, you may be sure that the right interest is generated.

What sort of a man will be found to teach the building trades? We have a man who has learned the carpenter's trade thoroughly; he is a skillful mechanic. Two summers in every three he carries his dinner pail on the job and works side by side with other building trade mechanics. The third summer he goes to the university to study. (This summer he is teaching at a university summer school.) He is an active member of the local union. His pupils are often sons of union men and contractors. In extra hours he finds time to instruct employed apprentices. His Board of Education received a letter from the local union congratulating them on their wisdom in providing this course and on their good fortune in securing so capable a teacher.

What boys take the course? Most of them are those who expect to go to work as soon as their school days are over. Occasionally one who will enter engineering after a university course enrolls to get the early training invaluable to architect or builder of big buildings. We have found, also, in this work

the solution to many a problem case—the case of some boy who hates books, but loves to handle material things and so grows meaner and more rebellious every week that he is confined all day to desk and books. Then there are the dullards—youngsters for whom such academic subjects as algebra are impossible, some of them having reached the tenth grade still unable to read above fourth- or fifth-grade level. Few of these will ever become mechanics; on the job they must carry boards, bricks, and shingles and mix mortar for abler boys. In the years to come they can be no more than builders' helpers; but that is a good job for them—better paid than most jobs. You will see no loafers in the builders' group in spite of the fact that no failure grades are allowed.

In the classroom activities problems in arithmetic otherwise difficult are concretely illustrated and more easily understood because of the house project. Such problems include square and cubic measure, the measurement of excavations, of lumber, bricks, concrete and plaster; of carpets, wallpaper, and shingles; and problems in heating, ventilating, plumbing, and wiring. There is even a taste of surveying. All this classwork is on an individual basis. Thus each student accomplishes all that his inherent mental ability permits, be it much or be it little. Should there be willful loitering, the loiterer on the job or in the classroom must give more hours to the service.

Since most failures in the mechanical trades are due to lack of character rather than lack of mechanical skill, much attention is

given to ideals of an honest day's work, to the proper valuation of time, to economy of materials, and to cultivating a friendly helpful attitude toward the employer.

As the house goes up, the home economics girls are busy planning its decorations and furnishing. They visit the department stores and furniture dealers to select the most suitable and attractive paper and floor coverings. They borrow rugs, chairs, beds, draperies, and other furnishings.

The art department, too, is sometimes in the project. Boys and girls are busy making small architectural models of houses with landscaped grounds. Some of these miniatures constructed of papier maché and other materials are most attractive in appearance. To the art group will be turned over all responsibility for landscaping the lot on which the new house stands. The art department will be consulted, also, as to color schemes in the decorations, the wallpaper, window hangings, and rugs.

At last in the spring comes the grand opening. The roads have been marked with signs pointing to the "boy built house." A committee of young builders act as hosts, one committee for each day of the week that the new house is open to the public. And you should see how proud they are as they show visitors around from the playroom and furnace in the basement to the carefully insulated roof over the attic. The girls are there, too, to

take their share of glory for the decorations and the furnishings.

Children of ten and twelve years like to build a snow house or cave and have adults come to see and admire it. Imagine the joy of adolescents of sixteen and eighteen who build a permanent home which is visited and admired by hundreds. Here is a lesson entailing joint action in a long time undertaking that never fails to reveal the value of patience, industry, and cooperation. At the end of the course a boy can really earn the dollar an hour which is the union scale to apprentices.

We look upon this work as a part of general education for a particular group. We believe that the sound workmanship required to build a house that can be marketed and also the constant planning with the thought of the conveniences, comfort, and happiness of the owner are educational and cultural values. We believe that the interest and cooperation we secure from the entire community widens the influence of the school. Finally since the work leads into any one of six major building trades which the student may choose in accordance with his own tastes and interests, we think it constitutes the finest kind of vocational guidance of the exploratory type. There is much talk today in educational circles of the value of integration and problem solving. Here they are found in the truest sense.

DEMOCRATIC PRACTICES IN THE SPRINGFIELD PUBLIC SCHOOLS

By V. M. HARDIN

Principal, Pipkin and Reed Junior High Schools, Springfield, Missouri

It is a relatively easy matter to sit in one's office and verbalize on what should characterize the procedures of the school in order to put into practice the implications of democracy, but we find it quite another problem to put our theories to work. Our purpose in this paper is to describe our practices as we have tried to shift from theory to action. We do not hold any claim for having discovered the ideal way nor do we offer our school system as a model. We are struggling vigorously to make our educational program serve the needs of pupils as they live in and are a part of the society of today. If we can do this we will feel that we have not wasted our efforts.

Naturally, the leadership for any innovations or curriculum changes in the public schools has as its point of beginning the superintendent of schools. If he is autocratic in outlook and attitude of mind, then it follows that the spirit of autocracy will permeate the school system. On the other hand, if he is democratic by nature, then we may expect a great deal of freedom of the intelligent kind to characterize the administration of the schools. With no thought in mind of attempting to glorify the superintendent of the Springfield schools, we shall try to state the facts and let the chips fall where they may. The first point we would call attention to is the freedom of the principals in

administering their own schools. No principal, so far as we know, can offer an alibi truthfully to the effect that there would be more democracy in his school if the superintendent would give him a chance. In all of the years of our experience in the Springfield schools we have never been given a pattern in ex-cathedra fashion for administering the schools for which we are responsible. It is true that we are held responsible for reasonable results, but the method or methods of obtaining those results rest entirely with us. If the administrator is jealous of his authority or dignity, or has little confidence in his associates, then certainly such a plan of procedure is wholly out of place. If, however, the superintendent believes that the business of education is a cooperative enterprise involving the finest energies of all the staff, then he will increase the opportunities for participation commensurate with the needs of the school system and the ability of the teaching force.

A few years ago we took another step in the direction of democratizing the school system. Previously, the superintendent had carried the responsibility of selecting teachers for the various positions in the school system. Most of you are aware of the difficulties involved in meeting a problem of this kind. A Personnel Committee was selected from the teaching staff to develop

a more adequate method of selecting new recruits from time to time for vacancies that would occur. The committee accepted the responsibility, developed a plan of action, and has carried out for several years a function that formerly belonged solely to the superintendent of schools. The superintendent is not left out of the picture, for the committee makes all of its recommendations to him and he has the privilege of accepting or rejecting the report of the committee. To date, neither he nor the Board of Education has found it necessary to ignore the recommendations of the committee. This procedure has had a wholesome effect both on the community and on the teaching staff. The general impression is that merit receives first consideration rather than superficial qualities and influences.

We have tried to give you a picture of what we conceive to be democracy at work in the administration of the schools. Now let us take another aspect of the problem. Last September, we took as our central theme for the year:

"What can the school do to undergird more effectively American democracy not only for its preservation and enrichment, but for the purpose of making it possible for the individual to share in its values in accordance with his capacity and interest?"

We realized that our first job was to help teachers understand the significance of the problem due to the fact that most of them had been trained in the traditional way with subject matter as such as the frame of reference. We held group meetings all over the school system dis-

cussing with teachers in an informal way such problems as: 1. What is democracy? 2. Why are we interested in preserving and extending democracy as a way of group living? 3. What are the implications for education growing out of the democratic way of living? 4. How much democracy do we have in our schools? 5. How may we improve our procedures so that we may make each of our schools a miniature democracy?

We tried in all of our discussions to steer clear of the purely theoretical aspects and deal in realities. Teachers were challenged to criticize the administration as well as themselves and some of us were surprised to find that whereas we thought we had been democratic, we had been interpreted as being autocratic. We do not mean to suggest that these discussions immediately revolutionized the school system to the end that we have almost Utopian conditions. Many teachers are like the rest of us in that they will take the path of least resistance. To make the necessary changes for the purpose of putting the principles of democracy to work requires initiative, rich imagination, social vision, patience in abundance, resourcefulness, and abundant faith in the worthwhileness of the procedure. Possibly it is too much to expect that more than three hundred fifty teachers and especially those on the secondary level shall possess all those characteristics qualitatively and quantitatively to a very high degree in a uniform way. However, we feel that the seeds have been sown and that with proper encouragement we may see our efforts bear fruit, even though the product

may not be as generous as we would like.

Contemporaneous with this attack on what we conceive to be a vital problem, the superintendent suggested to the principals of all the schools in a group meeting that he wanted to publish an annual report for lay consumption which would reveal just what the schools are doing in relation to the problem we chose for the year. A committee has spent a great deal of time evaluating our practices and planning the material for the report. We have used a photographer very freely in taking pictures of what we considered significant activities. The pictures will attempt to reveal to parents not only the psychology and philosophy of modern education, but a better understanding of what are the essentials for one to live efficiently in a democracy.

One section of the report using the pictures will try to clarify this problem: What are your schools doing to guide youth in democratic living? We have broken the problem up into these areas: 1. Learning subject matter skills and techniques for socially useful ends. 2. Increasing worthy social understandings. 3. Growing in intelligent self-direction. 4. Sharing in common interests and purposes. 5. Discovering and developing worthy interests. 6. Using leisure time wisely. 7. Increasing vocational understandings. 8. Building healthy individuals.

We might add that teachers have been evaluating learning activities in relation to these areas for the purpose of making them as meaningful as possible.

Finally, let me describe briefly our efforts to secure the cooperation of the community as well as to interpret what and why we are doing the things we do. In the first place, we have a very active parent-teacher organization in our community. This organization has sponsored Visitors' Day for the purpose of getting firsthand information of what is going on in the schools. Parent education classes have been utilized for the purpose of helping parents understand the need for a different emphasis in the program of the school. We have taken advantage of the generous offer of the local radio station to discuss vital issues and current problems. The press has given wide publicity to many of our innovations, even though the interpretation at times was not all that we desired. We do not claim that we have tapped all the community resources for guiding the thinking of our patrons, but such steps as we have taken have proved successful in that most parents are in sympathy with our efforts.

Let us conclude by saying that the magnitude of the job is baffling at times, but we have faith in our undertaking and feel that the future will justify the steps we have taken.

LEARNING DEMOCRACY IN THE CLASSROOM

By CORINNE A. SEEDS

University of California at Los Angeles

Democratic living involves many things—but the concept which stands out most clearly to us in America is this: Democratic living involves a people living together socially in ways determined by them to be for the best interests of each and all of the people. This is in direct contrast to living in a country such as Italy today where the way of living is determined not by the people themselves but by a dictator.

To help children to live democratically is no simple task. It is far easier to dictate to them what shall be done rather than to arrange situations so that they will have the opportunity to say what and how things shall be done.

Each individual must have the opportunity to develop to his highest capacity in the direction of the right and the good. In the classroom this means that each child must have many opportunities to choose to do that which he feels he can do best. Equipment and learning situations must be widely varied and rich in possibilities for growth along many varied lines. Teachers must be educated to guide situations in which children are doing many different things so that each individual child receives the satisfaction from his experience that will enable him to grow to his highest capacity at each age level.

In general it means that the age when all children were required to do the same thing at the same time has passed. The individual needs of

the children must be recognized and satisfied if life is to be harmonious and if life for all is to increase in richness and in quality.

The world, its institutions and resources are for man to use in satisfying his needs and desires, not for a few but for all. There must be materials and equipment rich in possibilities for stimulation of challenging child activity which will result in the maximum child-growth. These materials are for all of the children to use—not just a few, but all. Teachers must be educated to know what growth-challenging materials are, how to provide them, and how to guide children in using them so that growth will result.

And last, but most important of all: Each person must make his individual choices in the light of whether they will promote the common good. Each person must consider the welfare of the social group as a whole of first importance but the social group in order to promote satisfying group living of the finest and best must consider the development of each individual, as, only through the continual contributions of its individual members working toward the common good does society grow toward ever higher levels of living. Teachers must arrange environments in which children may be guided to engage in large group endeavors calling for the cooperation of each and all, but providing for contributions of a varying nature from each.

Thus at each level there will be some large group activity in progress, in which each is interested; to which each contributes. For example, in the Third Grade the children in one group became interested in making boats. They visited San Pedro Harbor to determine what boats to make. Because of their importance in the harbor nearly all of the children wished to make liners or tug-boats but they remade their choices in the light of what they felt was best for the work of the harbor as a whole, and also in the light of which member could best "shoulder such responsibilities." All together they planned to build a harbor in which their boats might work, and shared the heavy tasks which incurred in its construction. Then again after playing with the boats in the harbor together they purposed to make the warehouses, refineries, trucks, dollies and cranes and the cargoes which they needed to satisfy their extended needs. Again choices were made and remade in the light of who could contribute best to the common good.

In classrooms where democracy is inherent in the living of the children, they decide as a whole what they need and they contribute as individuals to the carrying out of the group purposes with the whole group evaluating the worth of each contribution as to whether the purposes have been satisfied in as fine a way as possible.

In any one of these large learning situations the children are building

ideals and attitudes which are needed in promoting a world democracy. They learn to give and to share, to choose wisely with reference to the group needs, to think and work responsibly, to cooperate, to respect the rights of others, to persevere in the face of outstanding difficulties, to offer constructive criticism, to challenge that which is doubtful, to be tolerant, to respect the statements of experts and many, many, others too numerous to mention.

There are some educators who believe that there is no guarantee at all that such democratic ideals and attitudes built in the school will function in adult life. While the committee feels that the social situation in the world itself surely must be remade in order that the carry-over be at all guaranteed, yet it does place much faith in the process of slow social evolution from generation to generation. It believes that a generation brought up to "live democracy" instead of reading about it will live as adults on a higher ethical plane than will those whose education has been largely secured in learning situations of a highly competitive nature.

There is no question that in a school run upon a democratic basis, with the above-mentioned principles constantly in operation, that the children year after year do grow increasingly in their ability to live together harmoniously "each for all and all for each."

COMBINING ENGLISH AND SOCIAL STUDIES

By KATHERINE FISHER

Grand Island, Nebraska, Senior High School

A course in Social Living, fusing social studies and English, was developed experimentally in the Grand Island, Nebraska, Senior High School during the second semester of the past year. The main purpose of this class was to give pupils an opportunity to secure the information and provide the experiences that would help them meet their own felt needs and problems. It is well known that many of the facts of history and most of the rules of English are not used by the average American citizen in his daily life. Consequently, it was believed more important that a student have a good knowledge of the common things of everyday life, and that he develop the ability to attack problems, knowing how and where to look up valuable material, how to organize what he has available, and how to draw his own conclusions.

In organizing this experiment, twenty-six sophomores of poor, average, and superior intelligence were selected. These students were registered for two one-hour periods daily and a home room period of thirty minutes three times a week with the same teacher. All of the work of the semester was carried on within the framework of two large projects or units. These were selected by the class. As the students began to work along the lines of their own interest within the general topic, they found the time short.

The first project was centered around the newspaper which has become an important part of the daily life of the average American. After discussing the nature of the course, the class as a whole set forth the objectives of the unit.

Each member of the class brought a copy of the Grand Island Daily Independent. The students noticed the arrangement of the paper, listed the different features and discussed the purpose of the Associated Press, editorials, market news, cartoons, etc. Later, a study of the New York Times brought out the differences in the size of newspapers as well as sectional differences.

Each student selected a special interest topic connected with news. After instructions in the use of the library, the class had supervised library reading periods. Some of the subjects selected were: crime, advertising, news photography, sports in the news, fashions—evolution of modern dress, modern dictators, and cartooning.

The class planned various activities. The chairman appointed two persons each week to fix attractive bulletin boards. One student each week kept a written record of class procedures. A trip was taken to the local newspaper plant. Oral reports on the various activities were made. Class discussion following these brought out such essentials of a good speech as poise, voice, interest, organization, and use of English. A written report concluded the interest subject.

While each student was doing individual work, the classwork always adhered to the newspaper as a central theme. A printed bibliography of available material in the school library was compiled according to topics such as: newspaper syndicate, paper making, what is news, newspaper in modern society, famous columnists. On Monday of each week national and world news was discussed using a little paper to which the class subscribed. Many students who became interested in a news item proceeded to read the historical background. For example: an article on Stalin led several students to read Russian history from the Revolution of 1917.

Students were allowed to bring up anything of interest for discussion and information. The latest historical movie at the local cinema, the strike situation, coronation plans, or Nebraska dust storms might be discussed to the satisfaction of the group.

The second unit of work was based on war studied from the peace angle. The greatest single aim of this unit was that of showing how primitive war is and why it is a useless, costly, and inadequate means of settling disputes between nations. An attempt was made to impress upon future citizens how disputes could be settled peacefully if the citizens of the world were properly trained in the democratic ideals of government.

As a method of approach, the students listed all of the effects of the world war which can still be felt in our local community. This list served as a basis of some very interesting discussion of such things

as the local unemployment situation, the veterans hospital, the bonus, the American Legion, war cripples, etc. Many fathers of students were veterans so the subjects were of vital importance to the boys and girls.

The general results of war from the time of the Greeks up to the present showed that war seems only to sow seeds for future discontent rather than to settle major disputes between nations. The possibilities for permanent peace and a study of the attempts of peace movements down through history were discussed. The class work finished with a study of modern European governments in contrast with our own democratic system.

A wide range of interest topics was selected by the class for individual study. A fifteen minute oral report was made by each student. Some of the topics were: propaganda and war, war songs, munition works, the Red Cross, scientific warfare, the next war, Russia and Japan, big guns. Much material could be gathered on some of these topics by interviews with veterans.

Activities planned for this unit by the class included frequent educational films, talks by local people who are authorities, bulletin board displays, an exhibit of war relics brought by the members of the class from past wars, and a series of class debates. Each student made two reports, one oral and one written, on historical novels about wars, one based on ancient or medieval times and the other modern.

The chief duty of the teacher in this type of class work seems to be that of a guide. She must skill-

fully keep the class on the track, heading toward the objectives which have been outlined. Without such guidance the class might move in twenty-six different directions and never get back to the original goal. The teacher must constantly instill new interest by bringing in new material and arousing the curiosity of the students so that they will want to find new things for themselves. There is a great amount of satisfaction in this type of teaching as the students enjoy it and seem so willing to learn. Meeting with the class two and a half hours a day

gives the teacher an opportunity to know the student and his needs. The student feels free to call upon the teacher for help and guidance. Everyone is so well acquainted with his classmates that class time seems like a friendly gathering to talk over the affairs and interests of the group. This experiment proved so satisfactory to the students, the teacher, and the administration that it is being continued and a new class combining American History and American Literature is being planned for next year.



SHORT ARTICLES

SECONDARY EDUCATION IN A UNIFIED PROGRAM

By G. ROBERT KOOPMAN
Chairman, Committee on Secondary
Education in a Unified Program

The number of significant movements in secondary education in the United States has increased to such a point that the setting up of a project for the Society's second committee on secondary education presented quite a problem. Many people were consulted and two tentative plans were discarded in favor of the present plan.

Purposes. The purposes of the project are: 1, encouragement of certain significant curriculum developments which employ a comprehensive and defensible method of curriculum development; 2, reporting of such projects when such reporting will encourage and profit the local project and be suggestive to professional workers in the curriculum field.

Committee membership. A representative committee has been suggested to the Executive Committee and approved. It is assumed that certain directors of local projects will be added to the committee as the committee decides to report local projects.

As soon as all acceptances are received a new committee membership list will be submitted to the Executive Committee. The following have accepted to date: Paul Diederich, Frank C. Jenkins, R. D. Russell, R. W. Tyler, Helen Heyl, Francis T. Spaulding, F. Melvyn Lawson, and J. J. Oppenheimer.

Steps in the project. The project includes the following steps:

1. Have a subcommittee prepare a brief monograph on procedural principles. Surveying, purposing, experimenting, interpreting to the public, evaluating and reporting will be dealt with.

2. Give this monograph currency among the membership and ask local groups to establish contact between leaders of promising projects and some member of the committee.

3. Assign a committee member to each project.

4. Encourage project leaders to use: (a) desirable procedures of curriculum planning such as studies of realities, studies of purpose, and studies of method; (b) a definite procedure for social interpretation and lay participation; and (c) a definite and comprehensive system of evaluating growth of learners and evaluating practices and programs.

5. Publish in monograph form a series of case studies when and if evaluation has proceeded to a point where the reader of the report can be given some reasonably objective evidence concerning the results of the effort. The local directors of reported projects should be added to the committee list.

6. After a number of reports are ready, the committee will evaluate its own procedures and decide upon future procedures and the possibility of combining reports into a single volume and of making findings available to the committee on periodic evaluation of curriculum theory.

MINNESOTA STATE DEPARTMENT MAKES CURRICULUM PLANS

The State Department of Education in cooperation with the University of Minnesota conducted an institute lasting four days at the end of June for the purpose of planning a cooperative program. About eighty educational leaders in the state met in three sessions daily to discuss various issues and at the conclusion of the institute drew up the following program of action.

Minnesota Society for Curriculum Study. It is recommended that this group organize a Minnesota Society for Curriculum Study and provide for annual meetings. The functions of this organization should be: to provide opportunity for exchange of ideas and experiences amongst members of this group; to serve as an advisory group on problems relating to the curriculum; to stimulate interest in and discussions of curriculum problems throughout the teaching profession; to seek adequate financial support for long range and continuous curriculum development program, either through state appropriations, grants from foundations or other sources.

Curriculum Laboratory. We recommend that the State Department of Education and the University of Minnesota cooperate in the establishment of a State Curriculum Laboratory at the University of Minnesota, and that each teachers college establish its own Curriculum Laboratory. It is recommended that frequent meetings be held of the directors of these Curriculum Laboratories with the Executive Committee described below.

Executive Committee. It is recommended that the Commissioner of Education appoint a committee to serve as an Executive Committee in planning a curriculum development program for the state. The determining of the number and the membership of this group should be left to the Commissioner, but it is recommended that the Minnesota Society for Curriculum Study be represented. It should be the function of the Executive Committee to: 1, establish forums and discussion groups throughout the state for discussion of general curriculum problems with particular reference to recent social, economic, international, educational, and technological developments; 2, make provisions for the publication of study manuals for use in forums of discussion groups in the field of curriculum development; 3, encourage the establishment of experimental centers in connection with teachers colleges and local school systems; 4, promote the establishment of Curriculum Laboratories at the University and the teachers colleges; 5, promote the use of these Curriculum Laboratories by interested teachers who wish to work on problems relating to local curriculum; 6, promote regional committees and to encourage the establishment of local discussion groups; 7, encourage regional conventions, probably in connection with the teachers colleges; 8, develop plans for a long-time continuous curriculum development program; and 9, promote the establishment of lay advisory groups which may discuss educational issues and proposed plans for curriculum development.

A Long-Time Curriculum Program. It is recommended that the Executive Committee in cooperation with the directors of Curriculum Laboratories complete and direct plans for a long-time continuous curriculum program to include:

- a. A plan for cooperative study of socio-economic and educational problem basic to curriculum reconstruction, to include lay as well as professional groups.
- b. The development of a guide to curriculum planning, the bases of which are to be drawn from the study and training period. This guide should outline a tentative scope and sequence for a Minnesota curriculum and criteria for evaluating units.
- c. Plans to secure the cooperation of the personnel of teacher training institutions, and of supervisors and directors of instruction, for carrying on a pre-service and in-service teacher training program.
- d. The encouragement and coordination of experimental teaching.
- e. The assembling and evaluating of curriculum materials and the evaluation of the tentative scope and sequence leading to the publication of tentative curriculum materials.
- f. A plan for developing an appreciation of and skill in individual pupil guidance and counseling on the part of all teachers, in order that curricular changes may be utilized to promote the best personal, social, and educational adjustment of individual pupils.

It is recommended that the following factors be observed in the development of a long-time curriculum program:

- a. Adequate funds should be sought to support such a program.
- b. Highly trained professional leadership should be provided in the State Department of Education.
- c. The program should not be hurried, adequate time being allowed for each step.
- d. The program should be organized on a democratic and cooperative basis.

- e. The program should seek to enlist the supervisory staff of state and local schools and a maximum number of teachers.

The most beneficial curriculum is both socially centered and child centered; each point of emphasis needs the other. The social heritage can be best utilized only when child interests are recognized in determining grade placement of curriculum elements and in choice of teaching method.

The socially centered curriculum is arrived at best by analysis of life activities and by grouping them into areas and by exploration of each area to discover social needs and child interests at various levels of growth. Important life areas to be explored are family life, civic life, recreational activities, and religious life.

ADVENTURES IN INTERCULTURAL EDUCATION

By RACHEL DAVIS-DuBOIS

Director of the Commission on Intercultural Education of the Progressive Education Association

For the teacher in the average school that magic word "integration" remains a word, the synonym of which is "obstacles"—obstacles too numerous to mention, but very real. Such a teacher asks herself, what experiences are there into which we as administrators, teachers, and students can put ourselves, out of which "integration" will develop as naturally as growth itself?

It would seem to the writer that the first step in answering this question would be taken when the school would become very much *concerned* over a period of time about a par-

ticular social goal. In other words, such a school would be a *social-centered rather than a child-centered school*.¹ A willingness to "organize experiences for the growth of all"² (this should include experiences for administrators and teachers as well as students) toward that goal would be the second step. The third and final step would grow out of the first two—if the experiences which had arisen from those concerns had been really gripping. This third step would demand willingness on the part of the administrators, teachers, and students to study and spend time on that which seems necessary in terms of the initial experience and the social goal.

Let us take a goal in the *major area of democratic living in all its aspects*.³ Let us choose from this area one need—the need to develop more appreciative attitudes among America's culture groups. Any other aspect of democratic living would do as well to start with, but since we have had experience in this it will be easier to use it as an illustration of priming the integration pump. Here again the first need would be a *concern*—that would generate enough emotional push on the part of at least one faculty member to enable that person to make the sacrifice in time, energy, and perhaps money to carry the others until they too have become interested.

The first step made by the schools reported upon here⁴ was the deci-

sion to adopt a unified type of assembly program and to arrange about two programs a month around the dramatization of the cultural contributions of various groups to American life. This first decision may not have been democratically arrived at—perhaps that habit was not there and therefore it would not have been natural. But it was easy to suggest in planning a program that, since few of us knew much about the subject matter, five or six adult representatives of the group to be studied be invited to the school to what was called a "planning tea."

Remembering that the public school does not use valuable community resources as much as it might, we consulted the secretaries of international institutes and other community welfare agencies. We found these leaders eager and able to give wise counseling, for they knew the best of the culture group leaders. Together teachers and guests discussed outstanding misconceptions held by average Americans, specifically those held in that particular community, and discussed the best means of counteracting such misconceptions in an indirect but positive way. The guests who belonged to the various culture groups suggested speakers and people of their group talented in music, the dance, drama, and so on, who might be asked to be part of an assembly program usually referred to as the "guest program" which was to be used as the motivating force for the school activities. Often they suggested organizations which would lend the school books, posters, and pieces of folk art.

¹Henry Harap and others, *The Changing Curriculum*, D. Appleton-Century Company, New York, 1937. Introduction.

²*Ibid.*, p. 23.

³*Ibid.*, p. 12.

⁴Experiments conducted in fifty schools in four large cities under the guidance of what is now the Commission on Intercultural Education of the Progressive Education Association.

After the planning tea, a meeting with the committee in charge of assembly programs (it was always urged that students be a part of this committee) was held at which available talent was discussed and choices made. In the majority of schools it was found best to start with this guest assembly program, since the interest thus aroused permeated the other school activities and culminated naturally in a student-planned follow-up program at the end of the four- or six-week period.

After each guest assembly program, social situations were planned and provided for during which the students might meet the attractive leaders of the various culture groups, and thus have an opportunity to put into practice or acquire new attitudes. In most of the schools a tea followed the assembly, at which students met the young Chinese-American who had taken part in a play, the Jewish rabbi who had introduced the German program, or the Negro artist who had shown his paintings and talked on the history of portraiture. These situations were made informal, colorful, and delightful, and the pupils always seemed to leave with a feeling of having had a "thrilling time." In the larger schools, two delegates usually represented each class or club at the teas and reported their experiences to their groups. Parents and community leaders were also invited to be a part of these social situations.

After such experiences classroom demands for more information

about the different groups became so immediate and insistent that subject matter lines were naturally broken across. Literature, social science, home economics, art and music⁵ teachers found themselves teaching cooperatively — for after all one could not teach everything — and *curriculum revision thus became a continuous process*. After the assembly program when Dvora Lapson gave the beautiful interpretive dance of the Jewish Sabbath Eve it seemed necessary and quite natural to follow that with special attention to Jewish history and cultural contributions in the social sciences, literature, and music classes.

It must not be assumed that there were no unsurmountable obstacles; often there was a too crowded school, sometimes an unimaginative administrator, perhaps an indifferent teacher. There was the biology teacher who refused to use factual material about the Negro biologist, Dr. Just, and said "we only study structure." There was the history teacher who, after Mr. Meng at the tea had made all the students feel that putting food on ancestors' graves was not much different from putting flowers on them, said: "It took me forty minutes to get that class back to where they were in Chinese ancestor worship."

Thus did our adventures in intercultural education become also adventures in revision of the curriculum.

⁵Factual material on the cultural contributions of various groups to American life was placed at their command. This material is available in mimeographed form at commission headquarters, 310 W. 90, N. Y. C.

CURRICULUM RESEARCH

CARLISLE, JOHN CRANDALL—*Variability of Slow-Learning Pupils with Respect to School Progress Factors*. Berkeley: University of California, 1938. Doctor's dissertation. Unpublished.

From a group of 400 pupils who enrolled in the tenth grade of a large high school in the San Francisco Bay area in the fall of 1934, three smaller groups were selected: (1) a lower group of eighty-one who completed at least the first five semesters of the senior high school period, during which time they constituted, in terms of grade-point average, approximately the lowest thirty per cent of all pupils in the total group who completed five semesters; (2) a group of "drop-outs" made up of sixty-three pupils who completed at least one but fewer than five semesters, whose grade-point average for the semesters completed did not exceed that of the pupils in the lower group; and (3) an upper group made up of eighty pupils who completed at least the first five semesters, during which time they constituted the highest thirty per cent of the total group in terms of grade-point average.

The interest of the study centered around the lower group and the dropouts. Pupils in these groups were considered as slow-learning. The upper group was used as a control group.

Extent and reliability of differences among the groups with respect to a series of factors were determined by means of statistical analysis. As a check upon findings from these analyses, the four

hundred pupils in the total group were studied with respect to five of the factors by means of correlation techniques.

Considered as groups, the slow-learning pupils differed significantly and negatively from the upper-group pupils in that the slow-learning pupils were chronologically older and lower in I. Q., mental age, and reading ability. They made little progress in reading ability during high school years, and practically none in ability to understand complex sentences.

The slow-learning pupils came from a generally unsatisfactory home environment. In the school they tended to be concentrated in nonacademic courses, presumably organized to meet their particular needs, in which, however, they uniformly received lower average marks than the upper group pupils received in the same courses. They seldom took part in student activities. They were frequently in conflict with school procedures, and were counseled with respect to attendance-absence, behavior, scholarship, student employment, vocation, and general limitations, as contrasted with the counseling for the upper group with respect to extra-curricular activities, goals, aims, ambitions, and similar constructive questions.

J. E. D.

OUTLAND, GEORGE E. — *Determinants Involved in Boy Transiency*. New Haven: Yale University, 1937. Doctor's dissertation. Unpublished.

Although the number of cases of transiency among boys is per-

haps not as high as it was three or four years ago, the problem of transiency remains a challenge to the schools. The present study attempts to discover some of the causes of transiency and to suggest how the number of cases might be reduced. It involves a study of 3,352 boys who registered at the Los Angeles bureau of the Federal Transient Service from August 1, 1934, to July 31, 1935. The records of the Federal Transient Service were verified through social agencies, and hence the data of this study are more dependable than those of studies based solely upon the unverified records of the Federal Transient Service.

Several factors in the composition of the group of boys were studied. Among these factors were: age, duration of transiency, family background, and education. The modal age of the group was eighteen years, due perhaps to the fact that boys fifteen and under were usually cared for by private agencies and those older than twenty were referred to the men's department of the service bureau. Eighty-two per cent of the boys had been on the road less than six months and 69.5 per cent were making their first trip. The boys from broken homes made up 55.6 per cent of the group. A very small proportion of the group, fourteen per cent, had finished high school and fifty-nine per cent had completed only one or more years of high school, a fact that tends to substantiate the belief that, as a rule, transient boys have very little education.

While the author recognizes that boys usually leave home as a result of concurrent forces, he observes that certain immediate causes probably prompt boys to go on the road. Of these causes he places the economic and social ones at the top of the list. It is interesting to notice in this connection that "approximately half of the total group did not go on the road until two years after leaving school; two-thirds of them did not go until they had been out of school for at least a year." While these figures would tend to eliminate the schools as an immediate cause of transiency, on deeper analysis the schools are not so easily exonerated. The boys composing the group, for the most part, lacked an education. The schools failed to meet their needs; they failed to give them vital experiences and social direction. Although industry and government each has some responsibility in solving the problem of transiency, the schools should no longer shirk their responsibility to provide a challenging instructional program for boys of high school age.

It is suggested that a program based upon a vitalized and enriched curriculum, financial provision to enable worthy individuals to continue school, more adequate truancy laws better enforced, and a more extensive knowledge of the backgrounds of students on the part of teachers and school administrators would do much to increase the holding power of the school, thereby reducing the number of transient boys.

B. O. S.

REVIEWS

HENDERSON, HELEN RUTH—*A Curriculum Study in a Mountain District*. New York: Bureau of Publications, Teachers College, Columbia University. 1937. 189 p.

Much has been said and written about the social and educational troubles of the people of the Southern Appalachians, both by investigators from the "outside" and by natives of the section. Too often the former fail to appreciate the real problems and treat them academically; and too often the native writer likewise errs in an excessive "chip-on-the-shoulder" attitude and consciously or unconsciously spends his time defending his section from outside criticism.

In *A Curriculum Study in a Mountain District*, Helen Ruth Henderson seems to escape both pitfalls in the study of the Hurricane District of Buchanan County, Virginia. She is not a native of the section, but was brought to Buchanan County as a young girl by her parents, founders of a Mission School. Raised among the mountain people, she has a sympathetic understanding of them while she is free of the sentimental bias of the native. She is therefore in a position to offer a valuable and objective study. Too, her experience as a teacher in the schools of this county and as a member of the State Curriculum Revision Committee give her an understanding of the educational problems in their narrowest and broadest aspects.

Miss Henderson secured the data for study by personal visits to the homes in the district, questionnaires,

case studies, group intelligence tests, census reports, state bulletins, county records, and social study reports. By the above methods, the social, economic, and educational conditions of the county were analyzed. Conditions found seem to be typical of the more backward mountain district.

The following, found in Buchanan County, can be duplicated in dozens of mountain counties: small and rugged farms; large families; low per capita income; absentee ownership of timber and coal resources; low percentage of enrollment in school; few opportunities for employment; large number of one-teacher schools; high dropout rate in elementary schools; high illiteracy rate; low total wealth per school child; few recreational activities; no adequate or effective social programs; inadequate training of teachers; a traditional and uninspired curriculum; and failure to adapt instruction to county needs.

Dr. Henderson lays the blame for many of the social conditions found in the county on the schools and recommends a revised curriculum in line with county needs. She considers the function of the school twofold: to perpetuate the worthwhile experiences of the race and to improve the society which it serves. By improving and redirecting the schools, by providing vitalized instruction, more pupils will remain longer in the schools, and in the course of years social and living conditions will be improved by the enriched personal lives of the individuals.

In keeping with her recommendations for a revised curriculum in the district, Miss Henderson presents a list of objectives for the schools and a sample unit on inventions and discoveries which is very ably tied up with the daily life of the pupils, with the plea that the same procedure be applied to all the materials of instruction.

This study was made in 1932. It would be interesting to know if the suggested revisions were made and, if so, to study the results. The writer of this review is rather pessimistic about the results. The process of improvement in such cases is somewhat like lifting oneself by pulling on one's own heels. Any great progress depends on better trained teachers, and better trained teachers are slow to come on a low salary schedule; and such counties cannot afford to attract the better teachers. Too, an enriched school program will not settle the basic economic problem of the mountains. The small percentage of arable land can only yield a marginal standard of living to its present population, and the high birth rate is lowering that standard with each generation. Either more favored sections must absorb the excess mountain population, or industry must come to the mountains. Two implications, among others, for the school are evident: occupational training and information must be provided to enable those who migrate to compete on the same terms in industry with the products of the city industrial schools; and special training in agriculture and handicrafts must be provided so that those who remain at home may raise their standard of living.

The poor counties cannot provide an adequate program themselves. Perhaps the Harrison-Fletcher Bill or some similar measure will come to their aid. Opponents of such bills should consider the prediction of population specialists that at the close of the century almost all white people in the United States will have some mountain blood if the present trends of a falling birth rate in the cities and a high rate in the rural sections continue.

MARIE R. TURNER

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Schools, Kentucky.

LYND, ROBERT S., AND LYND,
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Transition*. New York: Harcourt
Brace Co. 1937.

How can the most significant sociological study of 1937, *Middletown in Transition*, help the educator? It can teach him much about the real America with its Middletowns facing both ways, the real America that the educator glimpses occasionally when he lifts his nose from a volume of theory or from the grind of marking papers. It can help him weigh his hope that education will save the world, for the Lynds indicate that education which differs with the prevalent folklore is tolerated only until the conflict grows sharp and tolerance becomes a luxury too costly for the ruling group.

There is another way in which *Middletown in Transition* can help the man who is pushing ahead along the educational frontier. Ever since educators began to doubt the traditional organization of subjects they have sought to name areas of

living as one of the bases for a better school. To arrive at groups of related life activities the Lynds have followed a less academic method than the educators. First, before *Middletown* was written, the Lynds assumed "that all the things people do in this American city may be viewed as falling under one or another of the following six main-trunk activities: getting a living; making a home; training the young; using leisure in various forms of play, art, etc.; engaging in religious practices; and engaging in community activities." Then came the painstaking pavement-pounding of 1924 and 1925, the compilation of data, the book *Middletown*, the re-visitation of 1935, the re-compilation of data, the re-evaluation of life activities, the book *Middletown in Transition*. Say the Lynds in the foreword to the latest study, "The format of six sections and twenty-nine chapters of the earlier study is here compressed to thirteen chapters. All six areas are brought down to date, and in general the earlier method of building the chapters around persistent institutional functions is followed." The thirteen chapters are: 1, *Middletown revisited*; 2, *getting a living*; 3, *the X family: a pattern of business-class control*; 4, *caring for the unable during the depression: bench marks for social change*; 5, *making a home: the arena of private adjustment*; 6, *training the young*; 7, *spending leisure*; 8, *religion*; 9, *the machinery of government*; 10, *getting information: the press*; 11, *keeping healthy*; 12, "The *Middletown spirit*"; and 13, *Middletown faces both ways*.

It is interesting to compare the areas of living set out by the Joint Committee on Curriculum of the Department of Supervisors and Directors of Instruction and the Society for Curriculum Study with the Lynd chapter headings. Says the Joint Committee, "Our proposal includes the following areas of living: 1, living in the home; 2, leisure; 3, citizenship; 4, organized group life; 5, consumption; 6, production; 7, communication; and 8, transportation."

Following the Lynds' procedure of testing a hypothesis by experience and repeated evaluation, the Joint Committee should keep in close touch with whatever groups may be trying out the areas of living in practical teaching situations and should also profit greatly by the findings of such practical sociologists as the Lynds themselves.

If today's teacher has the Lynd chapter headings or the Joint Committee areas of living list or some other reasonable set of categories as a part of his mental furniture, he can help advance the educational frontier through using a tool that should help his classes to attain a rounded view of man's life. Of course, categories, like any tools, are potentially dangerous if not used intelligently. For instance, areas of living might replace the old subject matter fields only to become another strait-jacket in the form of new courses of study, new rigid patterns of imposition. Therefore it is good to read in the foreword to *Middletown* that "this particular grouping of activities (the six main-trunk activities) is used with no idea of its exclusive merit,

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but simply as a methodological expedient." Therefore it is good to read on page 111 of *The Changing Curriculum*, "These, however (the areas of living), furnish only the framework of the curriculum. They are presented as suggestions; they are flexible and subject to modification by mature and independent thinkers. In any case, there is no intent to interfere with the day-by-day planning which is done by teachers and pupils in the classroom. The particular units of work, their direction and scope, are definitely left to group planning in the classroom. These will depend upon the interests, abilities, environments, and resources of each group of children." For though we are always looking for cure-all patent medicine in education, there can be no divinely revealed substitute for an intelligent teacher meeting with a group of students to plan together a new study in the light of past accomplishments, present needs, and maturing standards.

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EVERETT, SAMUEL (Editor)—*The Community School*. New York: D. Appleton-Century Company. 1938. 487 p.

One notes today in teacher education a swing away from the traditional type of training to a study of living, changing communities and their social problems. One limiting factor has been the lack of realistic text material, a lack met in part by the twelve educators who

have contributed to the book under review.

Written by the Committee on the Community School of the Society for Curriculum Study, this volume is essentially a description of several "community school" programs. An initial chapter by Kilpatrick outlines a philosophy of community living and learning, and successive chapters deal with the origin, nature, and problems of a number of schools which have adapted their programs to locality needs and conditions. Among these localities are urban areas, rural districts, an immigrant section, a Negro neighborhood, and an Indian reservation. Everett concludes the report with an analysis of these programs, with particular attention to their orienting commitments, and Wattenberg presents a valuable annotated bibliography.

It is no exaggeration to say that this book so far is in a class by itself. Nowhere in the literature of school and community relations is there to be found an exact parallel. Conflicts in viewpoints and techniques are readily apparent in its chapters, yet the bigger point of emphasis is the fact that some few schools are today breaking through the four walls and the traditional task of transmitting a culture and are coming to grips with the social realities and adjustment problems of these chaotic times. In the language of one campus where this approach to teacher education has long since found favor, more power to these educators and their kind.

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